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Synopsis

1. Research Topic:

"Challenges in Higher Education: A study in Private Sector Institute in Chhattisgarh (with Special reference of Raipur District)"

2. Introduction:

(a)Role of Education: - Education is very important among all of us, the fact which is commonly nothing to deny among any. It's the education which transforms a person to live a better life and more importantly in a socially well being. It educates us with all the needed attributes in leading our life in a proper lifestyle. Education does make a remarkable effect on one's personality. Getting educated and finally earning a professional degree prepares you to be a part and contribute in good organizations, companies or institutions. Education is the one which provides us the thrust in getting ahead and doing something constructive in our near future.

Education involves gathering of knowledge in whatever aspects. It helps a person to draw the best out of their mind and spirit. Education plays a vital role in the personal growth and the social development among all of us. It imparts us with all the power and necessities in making a noticeable mark in any of the field. In all it is one's education which decides what one can make out in their life. With the high urgency of education among all people, many of the nations have already come up with their ideas in maximizing the literacy among all. It becomes a quite challenging factor among many of the developing countries in spreading the awareness of education.

(b)Education in India:-

Ancient Period: - In ancient India, during the Vedic period, most education was based on the Veda, Hindu texts and scriptures. Vedic education included: proper pronunciation and recitation of the Veda, the rules of sacrifice, grammar and derivation, composition, versification and meter, understanding of secrets of nature, reasoning including logic, the sciences, and the skills necessary for an occupation. The oldest of the Upanishads encouraged an exploratory learning process where teachers and students were co-travelers in a search for truth. The teaching methods used reasoning and questioning.

The Gurukul system of education supported traditional Hindu residential schools of learning; typically the teacher's house or a monastery. Education was free, but students from well-to-do families paid "Gurudakshina," a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge of Religion, Scriptures, Philosophy, Literature, Warfare, Statecraft, Medicine, Astrology and History. The corpus of Sanskrit literature encompasses a rich tradition of poetry and drama as well as technical scientific, philosophical and generally Hindu religious texts. Many central texts of Buddhism and Jainism have also been composed in Sanskrit.

Two epic poems formed part of ancient Indian education. The Mahabharata, discusses human goals attempting to explain the relationship of the individual to society, the world and the workings of Karma. The other epic poem, Ramayana, explores themes of human existence and the concept of Dharma.

Medieval Period:-The first millennium and the few centuries preceding it saw the flourishing of higher education at Nalanda, Takshashila University, Ujjain, & Vikramshila Universities. Amongst the subjects taught were Art, Architecture, Painting, Logic, Mathematics, Grammar, Philosophy, Astronomy, Literature,

Buddhism, Hinduism, Arthashastra (Economics & Politics), Law, and Medicine. Each university specialized in a particular field of study.

Takshila specialized in the study of medicine, while Ujjain laid emphasis on astronomy. Nalanda, being the biggest centre, handled all branches of knowledge, and housed up to 10,000 students at its peak. Nalanda was a Buddhist center of learning founded in Bihar, India around the 5th century AD and conferred academic degree titles to its graduates, while also offering post-graduate courses. It has been called "one of the first great universities in recorded history." Vikramasila University, another important center of Buddhist learning in India, was established by King Dharmapala.

British Period: - The current system of education, with its western style and content, was introduced and founded by the British during the British Raj, following recommendations by Lord Macaulay. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion.

The post Independence period in India:-India and Pakistan were partitioned and given independence in 1947, after which there was remarkable improvement in scientific and technological education and research; illiteracy, however, remained high. The new constitution adopted by India did not change the overall administrative policy of the country. Education continued to be the prime responsibility of the state governments, and the union (central) government continued to assume responsibility for the coordination of educational facilities and the maintenance of appropriate standards in higher education and research and in scientific and technical education.

In 1950 the government of India appointed the Planning Commission to prepare a blueprint for the development of different aspects of life, including education.

Thereafter, successive plans (usually on a five-year basis) were drawn and implemented. The main goals of these plans were (1) to achieve universal elementary education, (2) to eradicate illiteracy, (3) to establish vocational and skill training programs, (4) to upgrade standards and modernize all stages of education, with special emphasis on technical education, science, and environmental education, on morality, and on the relationship between school and work, and (5) to provide facilities for high-quality education in every district of the country.

(c) Education in Chhattisgarh: -

In 12th century education was introduced by Philosopher King Danny. The bank of river Mahanadi Sirpur and Ratanpur was the main education centre. The first college of Chhattisgarh was opened in 1881, it was named Rajkumar College and in 19th century Govt. Multipurpose School was started. Chhattisgarh was recognized as a state on 1 November 2000. The education scenario in Chhattisgarh is growing very remarkably with proper educational infrastructure. However, the state government has launched several programs for enhancing the academic scenario of the state. The overall growth in the literacy rate has been possible due to the persistent efforts of the state government.

(d) Higher Education in India:-

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing and management including access ,equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in

the use of higher education as a powerful tool to build a knowledge-based information society of the 21st century.

India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grants Commission (UGC), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission. Some institutions of India, such as the Indian Institutes of Technology (IITs) and Indian Institute of Management (IIMs) have been globally acclaimed for their standard of undergraduate education in engineering and management. The IITs and IIMs contributed to both the growth of the private sector and the public sectors of India. Several other institutes of fundamental research such as the Indian Association for the Cultivation of Science(IACS), Indian Institute of Science IISC), Tata Institute of Fundamental Research (TFIR), Harish Chandra Research Institute (HRI), are acclaimed for their standard of research in basic sciences and mathematics. However, India still failed to produce world class universities like Harvard or Cambridge.

(e) Higher Education in Chhattisgarh: -

Chhattisgarh State came into existence on 1 November 2000. The educational developments in the state are growing remarkably and state is committed to spread knowledge and freedom of thought among its people. Students after completion of their +2 (class XII) prepare to go for higher study. They continue their study with the subjects taken in +2 levels or switch over to professional degrees like engineering, management or medical etc. The state is stepping forth with focused growth on education particularly at the primary and secondary levels. The Capital Raipur is home to education apex bodies in Chhattisgarh like School Education Board, Department of Technical Education etc. Raipur is the main

center of educational activities. Students from neighboring states also come here for attending higher education.

There is every type of institutions in Chhattisgarh like schools, colleges, ITIs, Polytechnics etc. But there exist huge gap is demand and supply of education. Government of state is working hard in the direction to fill this void. Chhattisgarh has some renowned institutions for providing higher education to people of state like Pt. Ravi Shankar Shukla University, Hidayatullah National Law University, Guru Ghasidas Central University Bilaspur and Indira Gandhi Krishi Vishwavidyalaya, Raipur etc. All these universities along with many others are discussed in our Universities section with exclusive information.

(f) Private Education system in India:-

Within this new, global, information-based society, the role of higher education has become increasingly crucial with regard to the social and economic development of a country. The increasing demand for higher education, especially in the post-communist and developing worlds, has normally resulted in the transformation of the education system from being selective and competitive to being massified and diversified .As a result of this expansion process, diverse forms of higher education have gradually emerged, and, in most cases, the private sector has been legalized to ensure the mass participation of higher education for all.

India's higher education system is now the third largest in the world. Its capacity has been increased largely by the activities of private providers over the past twenty years, transforming the higher education landscape. Private higher education is the most dynamic and growing sector of Indian higher education today, but it is often viewed with suspicion. Whilst the actions of certain private operators are to blame for some of this suspicion, another factor is that the development of the private higher education sector has taken place largely in a

policy vacuum in which the judiciary intervenes routinely to resolve inconsistencies in existing legislation. This creates further complications and a climate of uncertainty affecting, among others, foreign private education and foreign investment. Through the analysis of existing data from official Indian sources as well as the author's own new data compiled for a forthcoming book, this report provides a comprehensive overview of these developments, assesses the current status of foreign and domestic private higher education provision in India.

(g) Private Higher Education in C.G.:-

The state is surging ahead in the path of development. Being centrally located, mineral rich and power surplus state, it has caught attention of investors all over the country, and also abroad, to establish their industry in the state. Besides imparting technical education for effectively exploiting the abundant natural resources, the Directorate of Technical Education is committed for ascertaining value based quality education and for facilitating planned development of research and development (R&D) works.

The courses of Engineering, Technology, Management, Architecture, Computer Science and Pharmacy have been included under technical education. At present there are 3 Government Engineering Colleges, 3 Autonomous-Self Financed Colleges and 26 Private Engineering Colleges in the state. These colleges have a total intake capacity of around 10,000 seats and they conduct various undergraduate and postgraduate courses in Engineering. In addition to that there are M.Tech./ME, MBA, and MCA, D.Pharmacy, B.Pharmacy and M.Pharmacy courses in the state, which are being run by private sector.

3. Review of the Literature:

There is a research work done by research scholar on higher education:

1**. Kajal Paragniha submitted in 2011**

Topic- "The role of human resources in the development of higher education. (In context of CG State)".

University: Pt.Ravishankar Shukla University, Raipur

According to Kajal Paragniha in her research work She has explained the role of finance has been important from the ancient period to modern era .In this period its importance is more, she too has accepted that today's education is completely commercialized. In her research work she finds that Govt.is removing itself from concept of welfare state .The basic facilities like medical, education etc is no more responsilities of government and this concept makes education more commercialized because Education has one time investment, easy loans are available to start, no problem of production, less marketing and no throat cut competition. In this way their financial investment has increased, one side with good finance they are able to provide good education and other side they are contributing good financial help for economic development of Chhattisgarh by providing employment opportunities, development of human resources etc.

4. Statement of the Problem:

After the introduction of LPG (Liberalization, Privatization, and Globalization) in 1992, many private industries came into existence. Privatization also influenced the education and because of this many private universities and colleges were established .Many entrepreneurs are investing their capital in education sector. This brought dynamic changes in both education field as well financial contributions in state revenue .Many direct and indirect advantages were brought, for example, opportunities for employment, growth in literacy rate of CG etc.

Before Chhattisgarh state was born there were few private institutes which were run by missionaries but after LPG policy many private schools and higher education institute are open .Due to leniency in the LPG policy and there was flood of private universities and colleges in Chhattisgarh. These institutions are no doubts contributing a lot in economic and education development of CG but facing the challenges too.

There seem to be four reasons why this research should be taken in this connection. They are:

1. The impact of globalization on higher education is not general.

2. The major crisis faced by the country in terms of development in higher education is the crisis in faculty members.

3. The implementation of recommendations of committees and commissions happens at snail's pace.

4. Lack of aspiring excellence.

5. Shrinking funding for higher education.

6. Lack of free market mechanism.

5. Objectives of the Research:

For any research work the objectives has to be determined. The objectives not only clarify the purpose of research work but also help in increasing the knowledge. The objectives of the research work are as follows:

1. To understand the challenges of private higher education institute and suggest to improve the capacity to contribute more in the economic development and education development of Chhattisgarh.
2. To find out the impact of privatization and globalization on higher education of Chhattisgarh.
3. To study and review the current scenario, its formation, administration ,structure and the functions of private higher education institute of Chhattisgarh.
4. To evaluate the financial contribution of private higher education institution in the economic development of Chhattisgarh and India.
5. To define the role of private higher education institute in the technical development of Chhattisgarh.
6. To create the new investment policy for the private higher education with Government support.
7. To analyze the employment opportunities , human resource development and increment in GDP of Chhattisgarh by private higher education.
8. To ascertain the National Development through private higher education.
9. To ensure the importance of private higher education institute of Chhattisgarh.
10. To coordinate the efforts of student in their career path.

6. Hypothesis:

A hypothesis is a specific statement of prediction. It describes in concrete (rather than theoretical) terms what you expect will happen in your study. There is no formal hypothesis, and perhaps the purpose of the study is to explore some area more thoroughly in order to develop some specific hypothesis or prediction that can be tested in future research. A single study may have one or many hypotheses.

The hypothetical study of the research is based on following concept they are as follows….

(1) The government education policy is beneficial for the private higher institutes.

(2) The role of Liberalization and Privatization policy is beneficial for private higher education institute.

(3) Private Higher Education is committed for ascertaining professional based quality education and for facilitating planned development.

(4) Private higher education institute will be beneficial in the field of education and economic growth of Chhattisgarh.

(5) Private higher education will help in the mental development of the younger generation in all spheres of life and they will be equipped for the future.

7. Research Methodology:

Research is the systematic investigation into existing or new knowledge. It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. A research project may also be an expansion on past work in the field. In order to test the validity of instruments, procedures, or experiments, research may replicate elements of prior projects, or the project as a whole. The primary purposes of basic research are documentation, discovery, interpretation, or the research and development of methods and systems for the advancement of human knowledge. Approaches to research depend on epistemologies, which vary considerably both within and between humanities and sciences. There are several forms of research: scientific, humanities, artistic, economic, social, business, etc

The Research method is based on the collection of Primary data and Secondary data. They are as under-

1. **Primary Data:** Primary Data is that data which are not been previously published, i.e. the data is derived from a new or original research study and collected at the source. It is information that is obtained directly from first-hand sources by means of surveys, observation or experimentation .Primary Data can be collected through various methods like questionnaire, interview, and observation etc .In this research data will be collected through-

   (a) Questionnaire -A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. It will be prepared for three levels, administrative level, teacher's level and student's level.

(b) Interview- The interview method of research, typically, involves a face-to-face meeting in which a researcher (interviewer) asks an individual a series of questions.

(c)Random Sampling- A random sample is one chosen by a method of chit system, lottery, tippet etc Random sampling can also refer to taking a number of independent observations from the same probability distribution, without involving any real population . The selection is left entirely to the chance factors. There are around one hundred seventy colleges in Raipur district, for collection of data; few colleges of Raipur through chit system or lottery system may be selected. In this system, paper slips are made for each item of the universe .These slips are shuffled in a box. Then impartially, some of the slips are drawn to form a sample of the universe.

2. Secondary Data: Secondary data is collected by someone other than the user. Secondary data analysis saves time that would otherwise be spent collecting data. Secondary data may be collected from published and unpublished sources as books, magazines, newspaper, journals, internet search, bulletins, reports and publication of state and central government.

3. Analysis of Data: Data so collected will be analyzed with the help of statistical tool as per required. Secondary data will be verified through the discussion of the people concerned. Past, present and future aspect will be considered in the study so period cannot be defined. The scope of the work will be restricted to Raipur district and few private and government colleges .Extensive use of internet support material be considered for enrichment of the subject work. Private and Government sector comparison will be used for more analysis and conclusion.

3. Expected outcome of the proposed work:

1. Remarkable development in the education development of Chhattisgarh and India.

2. Will understand the present scenario and its improvement in the economic and education development.

3. Indentification of the area in which standard level of education can be increased.

4. The research will help the Chhattisgarh government to revive the policies for better improvement in education sector.

5. Finally to provide all inputs on the overall situation to private higher education institutes of Chhattisgarh.

8. Plan of Study:-

Research Topic:

"Challenges in Higher Education: A study in Private Sector Institute in Chhattisgarh (with Special reference of Raipur District)"

1.Chapter One:

"Introduction"

1.1 Historical background of Education

1.2 Introduction of Private Higher Education

1.3 Objectives of the research

1.4 Scope of the research study

1.5 Hypothetical study of research

1.6 Research Methodology

2. Chapter Two:

"The Organization, Structure and Functions of Private Higher Education Institute"

2.1 Formation of Private Higher Education Institution

2.2 Internal management of Private Higher Education Institution

2.3 Structure of Private Higher Education Institution

2.4 Administration of Private Higher Education Institution

2.5 Recruitments of Private Higher Education Institution

3. Chapter Three:

"Government Support and its Policies"

3.1Government Education Policy before Independence Period

3.2 Government Education Policy after Independence

3.3 Government Income and Expenditure on Education

4. Chapter Four:

"Financial Management of Education"

4.1 Financial management during ancient period

4.2 Financial management during medieval period

4.3 Financial management during British period

4.5 Financial management after Independence

4.5 Financial management after LPG Policy

4.6 Financial problems in Education System

5. Chapter Five:

"Comparative study of Private Higher Education Institute and Government Higher Education Institute"

5.1 Comparison of internal administration

5.2 Comparison of financial management

5.3 Comparison of admission process

5.4 Comparison of teaching and non teaching staff

5.5 Comparison of autonomy of the institution

6. Chapter Six:

"Private Higher Education and its impact"

6.1 Private higher education and its impact on Society

6.2 Private higher education and its impact on Indian culture

6.3 Private higher education and its impact on Ethical values

6.4 Private higher education and its impact on Globalised economy

7. Chapter Seven:

"Challenges in various fields of Private Higher Education Institute"

7.1 Challenges in growing privatization of public colleges and universities.

7.2 Shrinking state funding for higher education.

7.3 Institutional Autonomy and accountability.

7.4 Changing approaches to higher education governance and coordination.

8. Chapter Eight:

"The Development, Challenges and analysis of Private Higher Education Institute"

7.1 Limitations

7.2 Scopes

7.3 Suggestions

7.4 Conclusion

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